Environmental Science & Natural Resources Placement

Example Application

FOR USE BEGINNING IN 2001

PLACEMENT
Proficiency

Place Label Here

CHAPTER #: _____

STATE: _____

Member ID # _____

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

Name of Proficiency Award Area

1. Name: Kayla Schwenkfelder
2. Date of Birth: _____ 3. Age: _____
4. Gender: _____ Male _____ Female 5. Social Security #: _____
6. Address: (street/R.R./box no.) _____
   City: _____ State: _____ Zip: _____
7. Home Telephone number (including area code): _____
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
   a. Father: _____ _____
   b. Mother: _____ _____
10. Complete FFA Chapter Name: _____
11. Name of High School: _____
12. School Address: (street/RR./box no.) _____
    School City: _____ State: _____ School Zip: _____
13. School Telephone Number (including area code): _____
14. Chapter Advisor(s): _____
15. Year FFA Membership Began: _____
16. Years of Agricultural Education Completed: _____
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: _____
18. Year in school at time of applying for the award: _____
19. If you have graduated from the high school, year graduated: _____
20. State/National Dues paid? NO _____ YES _____

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

_____ _____
Candidate Signature Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

_____ _____
Chapter Advisor Signature Superintendent or Principal Signature (indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

_____ _____
Employer Signature (if applicable) State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

I. Performance Review

A. Getting Started in this activity: (15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

I enjoy the outdoors very much, and ever since I was a child you couldn't keep me inside. I learned to appreciate the wildlife and ecosystem that surrounded our home and ranch. Over the years I have seen a dramatic change in wildlife populations due to the shortage of habitat and food. I enjoyed the animals on our property, but was concerned about their populations decreasing. In the fall of 1997 I began my project beginning to try and restore the ecosystem around my home. The habitat that I was providing would create a source of food and shelter for upland game, waterfowl, and big game animals. I also saw the prime opportunity to recycle water for multiple uses. The ponds could store run off water for irrigation purposes while helping to create a more rounded ecosystem providing habitat for more animals. The ponds also help to decrease erosion on our dry hillsides by creating a diversion prior to wash out areas. Our rainfall is very minimal and by recycling the water I would be using it to its fullest potential.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

Ponds needed to be built in order to supply a water source to irrigate an alfalfa crop nearby. My goal was to plan these ponds so that they had multiple use aquatic habitat, riparian habitat, and also serve the ranch needs. I needed to learn the depth requirement for brown trout and their food sources, but also keep in mind the needed depth required for a pump irrigating system. I planned the pond layout to include islands which could be used for nesting waterfowl. I also needed to understand the potential difference between water levels and create an overflow system.

Another goal was to improve the biodiversity of the ecosystem on the ranch by increasing population and variety of plant and animal life. My target species were upland game, waterfowl, and big game animals. I planned to plant a variety of plants that would create habitat containing more food and cover. I wanted to be able to see an increase in game in the area and be able to appreciate their contribution to the ecosystem by helping them to develop sound populations.

I wanted to improve my identification skills of both animal and plant species in the area. I planned on doing this by observation of the area, research, and learning from my family and friends. Being able to identify my target species was important to me. For example I wished to be able to identify ruffed grouse, hungarians, pheasants, dove, quail, duck, and geese species in my bird populations. I also needed to learn the different characteristics for the species and opposite genders within the species.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

My family owned ranch is a prime location for ecological improvements and has ideal sites for me to improve. My dad and uncle are willing to let me make habitat improvements and are strongly supportive of any plans that I have. S.S. Cattle Company, owned by my dad and uncle, funds most of my projects because they also see the importance of habitat improvement. They have ideas and advice to help me also. I like projects that involve the outdoors, wildlife, and the environment and so it was easy to dedicate myself to this project.

The challenges of my SAE are apparent but are easily overcome by the positive aspects. One challenge I've found to be costly is that there is a low percentage of trees that survive and you must keep replanting in order to maintain a healthy population and build your habitat. I've faced noxious weeds invading my new plantings and robbing water and minerals from the seedlings. I've had problems with predators killing my birds especially during the harsh winters when they congregate in small areas and have minimal food source. Mother nature herself is sometimes the biggest challenge when she does not provide much needed rain for the plants to survive during the early stages of growth.

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/ farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

I basically build environmentally friendly places around a 7,000 acre ranch. The ranch location lies in the foothills of a valley. On the ranch there are many places where springs run down canyons which make ideal pond sites. The cattle on the ranch are pastured there for the spring, summer, and fall seasons. There are many areas where the water source in a pasture has been reconstructed to allow the cows water, but to also fence off areas that are contributory sources to the river. Also wetlands on the ranch that provide no profit value have been added to my project to restore the habitat and build a more environmentally progressive ranch. There are three full time workers on our ranch year round, but we acquire extra hands during the busy summer months. Facilities in which I use are a cool place to store my plants during the receiving and planting transition and an office space that I use to draw out plantings and make phone calls to nurserys. The only equipment necessary is a tree spade, shovel, buckets, and a four wheeler and trailor for transportation use.

3. How has your position description and/or responsibilities changed during the time of your placement?

How has your position description and/or responsibilities changed during the time of your placement?
I began on our ranch by working under a supervisor and completing only irrigation tasks. I was also able to make minor decisions in the plant selection, help with the planting process, and make observations afterward. I have grown to lead irrigator and water management supervisor. I change gated pipe on a time schedule and rotate pastures according to grazing, temperature, and the growth of the stands. Making sure that ditches are clean and run off water is going where it's supposed to are also very important to avoid flooding and crop damage. I observe noxious weeds and am responsible to report and control them. Now I am the nursery's head contact with the ranch, I communicate and make the orders. I also make plant selections, design planned plantings, supervise the planting process, and observe.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

Through my SAE project I have learned the importance of wildlife habitat improvement in order to preserve wildlife for the future. Ecosystem development needs to be a high priority. My knowledge of habitat and wildlife will help make me more employable in the future. I have also learned leadership which will help me to accomplish my future goals. I can run crews, plan and see a project through, and communicate with others in order to complete my goals in an efficient manner. I have developed a working relationship with government agencies such as Fish and Game and NRCS. I understand the paperwork, applications, and laws that are needed to create successful results. I've worked one on one with representatives from these organizations and enjoy the positive feedback that has helped me throughout my project. My plans have become more goal oriented. My project has helped me to develop experience, responsibilities that must be met, and a better method of record keeping.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

My goal is to graduate high school top of my class in May 2001. Afterwards, I will get a summer job with the Forest Service. I've already enrolled to the University of Idaho for the fall semester of 2001. I will be majoring in civil engineering with a direction toward environmental engineering.
I wish to graduate from U of I with a baccalaureate degree in environmental engineering. My interest lies in an outdoors job where I can be successful and happy. I am looking at pursuing a master's degree after some work experience under experienced engineers. I want to eventually own my own engineering firm or be a supervisor at a well-reputable engineering firm.
After pursuing my career I plan on settling down with a family of my own in the country on our own land where I can raise my children. I wish to live on some of the fruits of my labor and travel around the world.

II. Scope, Income and Expense Summary for : ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

Placement and Research Experimentation Type Supervised Agricultural Experience Program (20)

Year	Major Job Title / Type of Work and/or Activities completed	Total Hours Worked Unpaid (A)	Paid (B)	Total (C)*	Gross Earnings (D)	Total Expenditures (E)	Net Earnings (F)**
Mo/Day/Yr	HIP Planting Planning	30.0		30.0			$0
06/01/1997 to	Water Mgmt. And Irrigation		203.0	203.0	$1,218		$1,218
Dec. 31				0.0			$0
1997				0.0			$0
(Year)				0.0			$0
				0.0			$0
Totals for Year 1		30.0	203.0	233.0	$1,218	$0	$1,218
	HIP Planting	209.0		209.0			$0
Jan 1, to	Water Mgmt and Irrigation		193.0	193.0	$1,255		$1,255
Dec. 31	Plant Maintenance	27.0		27.0			$0
1998	Weed Control	34.0		34.0			$0
(Year)	Construction of Bird Feeders	15.0		15.0			$0
	Plantings	67.0		67.0			$0
Totals for Year 2		352.0	193.0	545.0	$1,255	$0	$1,255
	Wetland Project	31.0		31.0			$0
Jan 1, to	Water Mgmt and Irrigation		177.0	177.0	$1,151		$1,151
Dec. 31	Plant Maintenance/Improvements	42.0		42.0			$0
1999	Weed Control	27.0		27.0			$0
(Year)	Goose Box Install & Maintenance	13.0		13.0			$0
	Plantings	20.0		20.0			$0
Totals for Year 3		133.0	177.0	310.0	$1,151	$0	$1,151
	Planning Pond Layout	7.0		7.0			$0
Jan 1, to	Water Mgmt and Irrigation		267.0	267.0	$1,736		$1,736
Dec. 31	Plant Maintenance	17.0		17.0			$0
2000	Weed Control	11.0		11.0			$0
(Year)	Staking, Mapping and Observing	15.0		15.0			$0
	Plantings	21.0	30.0	51.0	$195		$195
Totals for Year 4		71.0	297.0	368.0	$1,931	$0	$1,931
				0.0			$0
Jan 1, to				0.0			$0
Dec. 31				0.0			$0
2001				0.0			$0
(Year)				0.0			$0
				0.0			$0
Totals for Year 5		0.0	0.0	0.0	$0	$0	$0
				0.0			$0
Jan 1, to				0.0			$0
Dec. 31				0.0			$0
2002				0.0			$0
(Year)				0.0			$0
				0.0			$0
Totals for Year 6		0.0	0.0	0.0	$0	$0	$0
GRAND TOTALS **Year (1+2+3+4+5+6)**		586	870	1,456	$5,555	$0	$5,555

* Columns (A) plus (B) = (C) ** Columns (D) minus (E) = (F)

III. Balance Sheet

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT
(5)

ASSETS & INVESTMENTS	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
1. Current/Operating Assets		
a. Cash on-hand, checking and savings	$1,795	$7,512
b. Cash value - bonds, stocks, life insurance	$4,414	$5,878
c. Notes & accounts receivable	$0	$0
d. Total Current/Operating Inventory (all other current assets)	$3,300	$6,798
2. Total Current/Operating Assets (1a+1b+1c+1d)	$9,509	$20,188
3. Non-Current/Capital Assets	$6,789	$8,424
4. Total Assets (2+3)	$16,298	$28,612

LIABILITIES		
5. Current/Operating Liabilities (notes payable)	$1,187	
6. Non-Current/Capital Liabilities	$4,000	
7. Total Liabilities (5+6)	$5,187	$0

8. NET WORTH (4 minus 7)	$11,111	$28,612

SUMMARY OF SOURCE AND USE OF FUNDS		
9. Earnings from this proficiency area	XXXXXXXXXXXXX	$5,555
10. Other SAE earning NOT from this area	XXXXXXXXXXXXX	$5,006
11. Earnings from non-SAE activities	XXXXXXXXXXXXX	
12. Income other than earnings	XXXXXXXXXXXXX	
13. Total Earnings (9+10+11+12)	XXXXXXXXXXXXX	$10,561
14. Use of Funds	XXXXXXXXXXXXX	
a. Total educational expenses	XXXXXXXXXXXXX	
b. Total other personal expenses	XXXXXXXXXXXXX	$3,800
15. Total use of funds (14a+14b)	XXXXXXXXXXXXX	$3,800

A. Skills (25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1.Skill Number One.

Year	Skill	Where Attained	Student Hours
1997-2000	Planning and Layout	Ranch	64

Description of Skill:

Before the actual physical labor comes into play, there is a lot of planning involved to make the planting a success. You must select trees and shrubs that fit the conditions of the area. The plants needed to be drought resistant and sustain weather conditions of our area. I picked combinations of plants that complimented each other and provided a balance of food and shelter. I then map out different plantings and by calculating measurements and different sites, I configure them into the site. When I planned the layout for the pond, I needed to review the site and plan the location of the islands. I wanted to create a natural look, create a diversified environment by making each island different, and face the islands west for a more cool climate on the backside during the long hot summers for the fish. I planned the ponds according to a channel that will lead to a pump in the pond.

2. Skill Number Two.

Year	Skill	Where Attained	Student Hours
1997-2000	Plant Selection and Identification	Ranch	17

Description of Skill:

I learned that cover and food plants must be in the proper ratio for proper balance of the ecosystem. I teamed also what plants provide for different needs of wildlife. My target species-upland game, waterfowl, and big game animals-were something to keep in mind when making plant selection. I chose Rocky Mountain Juniper, the Austrian Pine, and other taller trees to fulfill the shelter requirements. For food I chose plants such as the Nanking Cherry, Russett Buffalobeny, Siberian Pea Shrub, and American Plum. I teamed to identify plants which has helped me to control noxious weeds such as thistles and has helped me to decide what plant combinations would be best to provide the most efficient and ideal wildlife habitat. Plant identification helps me to observe the natural-growing species in the area and helps me to observe the plants that I've already planted for future research.

3. Skill Number Three.

Year	Skill	Where Attained	Student Hours
1997-2000	Operation and Maintenance of Irrigation Equipment	Ranch	137

Description of Skill:

In the time that I have dedicated to my irrigation and water management training I have become fully aware of how to operate and properly maintain irrigation equipment and other equipment necessary to complete the job. I periodically run around on the four wheeler checking the gas and oil in all the motors on our wheel lines to ensure the longevity of their use. Through my irrigation experience I've had to replace birds, drains, plugs, gaskets, ends, and about any other part of the wheel line. I've helped to replace wheels and put together and take apart many wheel lines. Gates on our gated pipe must be frequently replaced as they get old and crack or get stepped on by our cattle grazing in the pasture. I've had to maintain single wire electric tape fences that surround most of our gated pipe to fence the cattle out. My main transportaiton on the job is a four wheeler which must be kept in proper working order; check the oil and gas and observe any other difficulties in operation.

A. Skills (continued) (25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4.Skill Number Four.

Year	Skill	Where Attained	Student Hours
1997-2000	Properly Planting Trees and Shrubs	Ranch	141

Description of Skill:

I have obtained the knowledge to properly plant trees and shrubs. I learned how to make sure an area has the proper climate for the plants requirements. I teamed proper depths of holes to use for certain plants. I also learned how to plant both with a tree bar and by a shovel. I know that if a plant is potted you must loosen the roots in order to help the plant roots sustain a strong hold in the soil. A bare root plant is better off if you shear the roots so it grows 'straight into the ground and prevents j-rooting. If you cut the roots it will help the plant to use more of its food to grow up instead of using its food to supply the enormously large roots. I teamed that if you plant the tree with the base of the plant slightly lower than ground level it collects more precipitation, but may cause rot. I also learned the importance of making sure the plant is straight in the ground, so it grows straight.

5. Skill Number Five.

Year	Skill	Where Attained	Student Hours
1999	Building and Installing Goose Boxes and Bird Feeder	Ranch	28

Description of Skill:

I decided to have goose boxes built to put on each of the islands. I sketched out plans for the goose boxes that were I three feet on each side and eight inches deep. The boxes were made out of plywood on the bottoms and threequarter inch boards on the sides. A backhoe dug the post holes for the ten foot posts. We took the tractor out and seated the boxes over the posts. We used lag screws to screw together the box and the posts. Then we placed straw in the interior of the box to provide bedding for the nests. We also took a sheet of tin and wrapped it around the bottom and secured it with nails to help keep predators from crawling up the pole. The boxes ended up being about ~ four and a half feet off the ground. There now are four goose boxes on the new pond. My dad and I also made a bird feeder to supplement the birds with a source of extra feed during the winter to help increase their survival rate.

6. Skill Number Six.

Year	Skill	Where Attained	Student Hours
1997-2000	Wildlife Identification	Ranch	18

Description of Skill:

I have learned through research and listening to my peers how to identify all different types of wildlife species. I can do population counts by going out to the edge of fields at light and just before dark. I can also find and identify wildlife needs that may need attention. I can also use this information to make sure my plant selection correlates with the species' diets. I have noticed dramatic increases in pheasant, quail, dove, hungarian partridges, and deer populations in the area. I must be able to scan an area and recognize the wildlife inhabitants in order to include them in my decision making. The possibilities of diversity of wildlife must also be looked into. An understanding of the food chain and proper balance in the ecosystem must also be taken into consideration.

B. Activities (25)

List your top three placement activities and give a brief description of each one and its contribution to to the success of your supervised agricultural experience program.

1.Activity Number One.

Year	Activity	Where Attained	Student Hours
1997-2000	Irrigation	Ranch	840

Description of Activity:

I have irrigated on our ranch since I was five. I learned from my father over the years and was employed on the ranch in 1994. I know how to irrigate by hand lines and wheel lines. We have over fifteen wheel lines running during the summer in between hay crops. We attain 3 crops off of our hay and this last year managed to get a fourth. I irrigate our pastures by gated pipe. I'm in charge of the irrigating rotation of pastures that we graze during the summer months. Making sure that ditches are clean and run off water is going in the right place is essential to avoid crop damage and to maximize the use of the water. This skill has crossed into irrigating junipers which I watered by wheel lines. I noticed that the junipers did exceptionally well with the extra source of water.

2. Activity Number Two.

Year	Activity	Where Attained	Student Hours
1997-2000	Staking and Mapping	Ranch	92

Description of Activity:

I learned through all of my planning of my projects how to stake and map areas. The easiest way to mark out a planting is to start with a system. Before you stake you must know the proper distance and spacing of trees. You must also consider fence lines, erosion, slope of the land, type of soil, and water requirements. Mapping out the area I, requires a degree of artistic skills. People must be able to read your drawing. When mapping out the pond I had to decide the shape and dimensions that I wanted that fit the area. The pond had to be made so it was also compliant to the irrigation system that would be put in after it was built. The shape of the islands were made to have a natural look. I mapped out shelves, holes, and depths to provide better habitat for the fish that will be transplanted this summer. I also had to consider the water level after the rain season.

3. Activity Number Three.

Year	Activity	Where Attained	Student Hours
1997-1999	HIP Planting and Misc. Plantings	Ranch	119

Description of Activity:

To assist planting the 700 trees I asked my Environmental Resource Team for assistance. I then planted the work crews to maximize efficiency in planting. We used shovels, tree bars, knives, and a four-wheeler to help us. We met, divided into groups, and I gave a quick demonstration of the process before we began planting. We had a system. There were the diggers, the planters, the shearers, and the carriers. We had mouse guards to go around the ase of our food-bearing plants so rodents would not cause as much damage to the plants. The shearing group cut the roots of the bare-root plants in order to prevent j-rooting. We used the shovels to dig holes for the junipers and the tree bars were used for the bare-root plants. Overall the p4asit'sslg west smoothly with over 14(1 man haws involved in this activity. Other plantings I completed on my own were a second smaller(140 trees)planting on my HIP project and planting junipers for a futrue calving ground.

Checklist for Agricultural Placement Proficiency Applications

Award Area: **ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT**
Name: **Kayla Schwenkfelder**

Local Advisor	State Advisor	**Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".**
Y N	Y N	1. Applicant has been an active FFA member for each year covered by this application. **Cover** page**, Line 20.** (Please consult the local & state copy of membership roster for each year.)
Y N	Y N	2. Applicant has included his/her Social Security Number, **Cover** page**, Line 5**.
Y N	Y N	3. Applicant has been out of high school for no more than one year. **Cover** page**, Line 19**.
Y N	Y N	4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, **Cover** page**, Line 16**. **Note:** Applicants that are still in high school at the time of applying are eligible to participate at all grade levels.
Y N	Y N	5. Applicant has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8, and 9.
Y N	Y N	6. The total hours that a student list on Page 4, Section II, are greater than or equal or equal to the hours listed in either the "Skills" portion of Section IV. Pages 6 and 7 or the "Activities" portion of Section IV. Page 8.
Y N	Y N	7. Applicant has included no more than a two page resume.
Y N	Y N	8. Applicant has included no more than a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
Y N	Y N	9. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
Y N	Y N	10. Applicant has included a maximum of one page (maximum size 8 1/2" x 11") of additional information. (This may **NOT** include the following: Video Tapes; Computer Disk; Cd ROM's; DVD's; etc.)
Y N	Y N	11. The Application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, and submitted to the State FFA Advisor.

Kayla Schwenkfelder
3381 Schwenkfelder Rd.
Anywhere, ID 83610
(555) 257-1935
Anywhere FFA Chapter

Career Objective

Engineer-work outdoors for a company in the northwest. I plan on attending the University of Idaho and pursue my degree in engineering.

Education-Cumulative GPA 4.0

1997-2001: Anywhere High School Graduate May 26, 2001

Course Work Included:

Algebra I and II	Physics	Animal Science
Chemistry	Calculus	Intro to AS Mechanics
Accounting I	Geometry	Ag Business Management
Biology Advanced Math		

Special Workshops:

Forestry
Envirothon
Natural Resources
Preg Testing

FFA Leadership and Awards

2001: President of Anywhere FFA
Western Idaho District (WED) Beef Management Entrepreneurship
2000: State FFA Degree Recipient
Western Idaho District (WID) Wildlife Placement Proficiency Award
Vice President/President of Cambridge FFA
Idaho State Gold Placement Wildlife Management Proficiency Award
National Gold Placement Wildlife Management Proficiency Award
1999: 3rd Place National Natural Resources Team
State Livestock Judging
1" Place State Natural Resources Team
Vice President/Treasurer of Anywhere FFA
Chapter FFA Degree Recipient

1998: State Livestock Judging
District Dairy Judging
Treasurer of Cambridge FFA
Greenhand FFA Degree Recipient

School Leadership Activities and Awards

2001: Student Body President
Honor Society Vice President
GAA
Volleyball
Basketball
Pep Club

2000: Honor Society Secretary
GAA
Volleyball
Basketball
Pep Club

1999: Honor Society
GAA
Basketball
Volleyball
Forensics Team

1998: GAA
Basketball
Volleyball
Pep Club
Forensics Team
Sophomore Class President

1997: GAA
Basketball
Volleyball
Pep Club
Freshman Class Secretary/Treasurer

Community Leadership Activities

2001: Town Clean up
Helped move into new school
Serve for local BBQs
Participated in Sports Teams

2000: Town Clean up
Labor Auction
Participated in Sports Teams
Serve for local BBQs
Donated Funds to Local Fire Dept.

1999: Town Clean up
Participated in Sports Teams
Shoveled Snow for the elderly
Served for local BBQs

1998: Town Cleanup
Participated in Sports Teams
Served for local BBQs

1997: Town Clean up
Participated in Sports Teams
Served for local BBQs

Professional Associations

Red Angus Association of America
Farm Bureau
Weiser River Cattleman's
Idaho Cattle Association
National Cattle Beef Association
Rangeland Resource Commission

References

Sue Poland	(555) 257-3311
Randy Brown	(555) 355-3490

March 1, 2001

To Whomever It May Concern;

Kayla Schwenkfelder worked for the past few summers on our ranch near Cambridge, Idaho. Her job dealt with many environmental issues, some of which 1 will describe.

We raise cattle and Kayla was in charge of proper irrigation management of approximately 110 acres of pasture under a gated pipeline system. Coupled with that she moved the cattle when proper utilization levels had been attained. This is important to water quality because waste water was kept at a minimum due to proper timing of water sets. Filtration of solids and soil erosion is kept at acceptable levels if water use is monitored and pastures are not over utilized.

Kayla also managed sprinkler irrigation on our hay fields. In the summer of 2000 this amounted to approximately 300 acres of alfalfa under wheel lines. Timing and management of resources to get best results for forage production is a balancing act. To much water is not good for most alfalfa and too little gets minimal results. Kayla learned how sprinkler irrigation leaves minimal runoff and conserves water use for crops.

The other focus for Kayla's job was our wildlife habitat improvement project. We have over the years worked to improve, restore, and enhance the habitat for birds, and fish on our ranches and ground that we lease. We have built many ponds and provided tree and shrub cover for the surrounding areas. Upland game birds and water fowl numbers have greatly improved because of those efforts. We gave Kayla a budget to work with the last four years and she has laid out the plans and sought advice from folks that were knowledgeable of the habitat needs for the species that we intended on helping out. She has done the lay out of these projects on her own, ordered plants and trees from various nurseries and engineered the planting of the project areas. She has erected goose boxes for nesting and planted the ponds with various species of fish. She has taken some of our waste ground and developed habitat for quail and pheasants.

The creativity and environmental considerations of these projects has hopefully laid a good foundation for Kayla to always have good ideals for soil and water management and a balanced perception of production agriculture and nature. These places will look quite different in a few years because of Kayla's hard work and vision.

Sincerely,

Royce Schwenkfelder
SS Cattle Company - partner

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 1

My natural resources team helped me in the planting process of over 700 trees. Notice the stakes in the picture that were used to keep proper distances between the plantings and to develop a natural look. We placed mouse covers over the food-bearing plants. This was a team effort.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 2

This is the pond in which I planned and laid out. It serves multiple purpose- providing for wildlife needs, creating a riparian area, and helping to irrigate land which otherwise would not be accessible to water. I installed goose boxes on the islands to provide geese with a nesting place.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 3

This wintery Christmas Eve morning my father and I took the tractor and loaded our supplies to takek to the pond. The posts were already in the ground and we mounted the 3 x 4 boxes onto the tops with lag screws. The tin casing was installed to reduce predation.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 4

The overflow system on the pond runs into a tributary ditch of the Little Weiser River. Overflow can be controlled with a shut off valve that redirects the water to a gated pipe sytem for the field. The excess water shown is from the excess runoff water from the snowpack.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 5

Wheel lines, one of the most water efficient methods of irrigating, provide minimal runoff water, reducing the erosion of topsoil in your irrigated fields. Checking to make sure that all sprinklers are running to maximum water and distance capacity is important so you don't leave dry spots in your fields.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Kayla Schwenkfelder

ENVIRONMENTAL SCIENCE & NAT. RESOURCE MGMT

PHOTO # 6

Hunting is one of my favorite hobbies. This was a successful day of hunting upland game birds -- California quail, mallard ducks and blue-wing teal. Hunting is a conservation method that encourages healthy populations of game animals. I have seen an increase in bird numbers since I began my project.